

Arts & Humanities News



Kentucky Department of Education

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Arts & Humanities Program Review to be Piloted in Kentucky Schools



Beginning in mid-February, the pilot process for the Program Reviews began for arts & humanities, practical living/career studies and writing. This long-awaited pilot study began after months of

writing and revising the draft documents.

A Brief Background

The current program review concept of a school reflecting upon its comprehensive program grew out of an approach for elementary schools that was piloted in 2007-08. The use of program reviews became law through 2009's Senate Bill 1, which defines a program review as "... a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring..."

The writing process began in late July 2009 when a team comprised of arts dance, music, theatre and visual arts teachers along with building- and district-level administrators was convened in Frankfort.

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"Arts education benefits the student because it cultivates the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication"

National Standards for Arts Education

Arts Program Budgets and Demographics

According to the Education Professional Standards Board (EPSB), Kentucky has 2,508 arts teachers actively certified for the 2009-10 school year and teaching in one of the content areas. In this cohort, 1,358 are music teachers, 966 are visual art teachers, 163 are drama and theater teachers, and 21 are dance



teachers.

A recent informal survey on school funding of arts programs garnered some interesting results. Thirty visual arts teachers across all grade levels responded and reported an average school

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High-Quality Teaching and Learning

The Kentucky Department of Education has been working in teams to develop Characteristics of High-Quality Teaching and Learning (HQTL) as support focused on the instructional core. The teams have looked at the research that establishes what the characteristics are, and they have organized the characteristics around five components: learning climate; classroom assessment and reflection; instructional rigor and student engagement; instructional relevance; and knowledge of content.

Tony Wagner, of *The Change Leadership Group*, makes these basic assertions:

tions:

- Student achievement will not improve unless and until teaching improves. Higher standards, more testing, smaller schools, etc. do not, by themselves, improve teaching.
- Teachers, working alone, with little or no feedback on their instruction, will not be able to improve significantly — no matter how much professional development they receive.
- The challenge of change leadership is to create a “system” for continuous improvement of in-

struction, supervision, and instructional leadership.

The Characteristics of High Quality Teaching and Learning is intended to create a common point of reference for discussing effective practices in teaching and learning by describing the role of the teacher and student in an exemplary instructional environment.

It allows teachers, administrators and evaluators to have discussions around a set of research-based descriptors of effective classroom practice.

The document is divided into five components. Each of these

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Arts Education Demographic Information

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budget of \$1,200, with a range of \$150-\$2,800. Visual art teachers also reported out-of-pocket expenses at an average of \$360 per year, ranging from \$0 to \$2,000.

Music teachers reported receiving school budgets of an average \$2,150,

“...Kentucky has 2,508 arts teachers actively certified for the 2009-10 school year and teaching in one of the content areas...”

ranging from \$0-\$23,000. Many reported they relied solely on fundraisers and booster clubs. The music edu-

cators also spent an average of \$525 out of pocket, ranging from \$0-\$3,500.

Many thanks go out to the Kentucky Art Education

Association and to the Kentucky Music Educators Association members for their help.

Robert Duncan, Arts and Humanities Consultant



Robert Duncan began as the arts & humanities consultant at the Kentucky Department of Education in August 2009. He came to this position after 28 years as a visual arts and humanities teacher in Tennessee and Kentucky. He most recently taught at Spencer County High School, where he was the Humanities Department chair and Art I– AP Studio Art teacher.

Duncan attended Murray State University, where he earned both his bachelor of fine arts degree in art education and photography and his master of arts in education in guidance and counseling. He is completing a MAEd at Eastern Kentucky University in administration and leadership.

Robert Duncan



High-Quality Teaching and Learning

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components is supported with a list of characteristics of effective teacher practice and student actions. The characteristics are based upon some of the most current findings from several resources.

KDE has developed a theory of action that demonstrates how to provide support for the instructional core as follows:

- **Students will** only be able to learn and apply the knowledge, processes and skills defined by Kentucky standards **if** they are effectively engaged with challenging content under the guidance of a skilled, knowledgeable and responsive teacher who holds them to clear, high expectations.
- **Teachers will** only be able to engage students with challenging content in ways that produce effective learning results **if** they are supported with high-quality, aligned instructional resources and with ongoing, continuous opportunities to learn about, generate and receive feedback about, and reflect on the quality of their instruction and the work of their students within a school and district culture of clear, high, accountable expectations.
- **School and district leadership will** only be able to achieve high-quality instruction and continuously improving academic achievement **if** they galvanize effort around a shared vision of what constitutes high-quality teaching, learning and content, set ambitious goals with monitoring and feedback systems to achieve

this vision, and construct all elements of their organization to facilitate rather than constrain success.

The five common characteristics of HQTL are:

- **Learning Climate**
- **Classroom Assessment and Reflection**
- **Instructional Rigor and Student Engagement**
- **Instructional Relevance**
- **Knowledge of Content**

For the full report of the HQTL, more on the five common characteristics and the content-specific characteristics, go to:

<http://www.education.ky.gov/KDE/Instructional+Resources/High+Quality+Teaching+and+Learning/>

Program Review Pilot

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This group of professional arts educators was charged with the task to develop a review tool that:

- **is doable**
- **allows for diversity between schools**
- **encourages innovation**
- **is measurable**

The review is made up of four standards:

- **Curriculum and Instruction**
- **Formative and Summative Assessment**
- **Professional Development and Support**
- **Administrative/Leadership Monitoring and Support**

Each standard is then divided into no more than 10 demonstrators which, in turn, were divided into a number of characteristics that indicate a fully functioning level of a school's comprehensive program.

The Pilot Process

Staff from pilot schools attended one of several face-to-face trainings held across the state. They will work with the Program Review tool from mid-February through the first of April. At the end of the pilot period, schools then submit their program rating, a list of supporting evidence, a written rationale and a school and district survey.

What's Next?

Following the pilot period, KDE may revise the Program Review documents utilizing the information gath-

ered. Professional development will be designed and delivered to schools and districts.

All schools will have access to the review tools during the pilot and during the 2010-11 school year; and the Program Reviews will be a part of school accountability in the 2011-12 school year. The accountability model has not been determined.

The arts & humanities Program Review documents, along with the writing and practical living/career studies reviews are available on the KDE Web site:

<http://www.education.ky.gov/KDE/Instructional+Resources/Program+Reviews/>



KET Art to Heart

Many of you are familiar with KET's series *Art to Heart*, which is an eight-part KET production that explores the importance of visual arts, music, dance, drama and literature in the lives of infants, toddlers and young children, providing useful ideas and information for parents, caregivers and early childhood teachers.

KET has created a Level 3-5 training series for Art to Heart. The CD-ROM contains training modules exploring the arts in early childhood that provide a foundation of understanding of brain development and the connections of creative activities such as vis-

ual art, dance and movement, music and drama to early learning and development. Designed as ready-to-use training modules, each module contains a training plan, a PowerPoint presentation with embedded video segments, participant handouts, activity instructions, a needs assessment and evaluation form, and a participation certificate. The Art to Heart CD-ROM is available free of charge and may be obtained by contacting Kathy M. Day, KET Early Childhood coordinator, at kday@ket.org.

Additionally, Art to Heart parent engagement modules are now available

on the KET Art to Heart Web site:

<http://www.ket.org/arttoheart/training.htm>.

This information is good for all child-care and teaching professionals as well as parents of children from birth to age 8. It can easily be adapted across the elementary curricula. Please pass this information along to Family Resource Centers, elementary and preschool teachers, and parents. The high school parenting classes should find this useful, too.

Kentucky Center for Performing Arts Teacher Academies

Any Kentucky public school teacher in grades K-12 who has not previously attended more than one Arts Academy is eligible to attend. Preference will be given to teachers who attended the 2009 Arts Academy. The organizers will aim for a balance of districts, grade levels and content areas. Each academy will take up to 36 teachers. A teacher may apply for any of the four Arts Academies, provided he or she has not already attended an academy in the same art forms.

Each academy is a one-week arts education professional development seminar for teachers, focusing on dance and music or drama and visual art. The academies are led by master artist-educators who are experienced professional development trainers and who have a thorough knowledge of Kentucky's core standards in their art form with connections to other content areas. Each academy will include a specially designed arts-infused field trip. [Click here](#) to watch a video about the Arts Academies.

Teachers are paid a stipend of \$500 from the Kentucky Department of Education to attend. Teachers also

receive two KET Arts Toolkits. The teacher's school or district may agree to cover expenses for participant lodging, travel and meals incurred during academy sessions, but these costs are not covered by the academies.

- The objectives of the arts academies are:
 - to increase the comfort level of teachers through hands-on experience in two art forms
- to model best practices of integration of the arts across the curriculum
- to prepare teachers to Kentucky educational standards including the latest information about the Program Reviews in arts & humanities
- to acquaint teachers with the arts and cultural resources available in their regions and to encourage partnership-building
- to build leadership capacity among participants for sharing strategies and resources with other educators

Locations:

June 14-18 — Visual Art and Drama
Pulaski County High

June 14-18 — Music and Dance
Anderson County High School

June 21-25 — Visual Art and Drama
Powell County High School

June 21-25 — Music and Dance
Jesse Stuart Elementary (Hopkins Co.)

All four academies occur on Monday through Friday from 8:30 a.m. to 3:30 p.m. local time.

Applications must be received by April 7. All applications should be submitted electronically at the following URL:

<http://www.kentuckycenter.org/education/artsacademies2010.asp>

Questions? Contact Jeffrey Jamner at jjamner@kentuckycenter.org or (502) 562-0703.